

**The Faculty of Medicine of Harvard University
Curriculum Vitae for Subha Ramani**

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Name: Subha Ramani

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Place of Birth: New Delhi, India

Education

1986	MBBS	Medicine	Stanley Medical College, University of Madras, Madras, India
1998	MPH	Public Health, Concentration: Epidemiology	Boston University School of Public Health, Boston, MA
2005	MEd (EdM)	Medical Education	University of Dundee, Scotland, UK (thesis advisor- Dr. Sean McAleer)
2018	PhD	Health Professions Education	Maastricht University, the Netherlands (PhD advisor: Professor Cees van der Vleuten, Co-Promoters: Dr. Karen Mann and Dr. Karen Konings)

Postdoctoral Training

07/1986- 06/1989	Resident	Internal Medicine	Postgraduate Institute of Medical Education and Research (PGIMER), Chandigarh, India
10/1991- 09/1993	Resident	Internal Medicine	East Tennessee State University (ETSU), James H. Quillen College of Medicine, Johnson City, TN

09/1993 - 09/1994	Fellow	Clinical Oncology	ETSU
07/1996 - 06/1998	Fellow	General Internal Medicine	Boston University School of Medicine (BUSM) Boston, MA

Faculty Academic Appointments

07/1998- 09/2006	Assistant Professor	Medicine	BUSM
09/2006- 04/2012	Associate Professor	Medicine	BUSM
05/2012- 03/2014	Lecturer	Medicine	Harvard Medical School (HMS), Boston, MA
04/2014- 09/2018	Assistant Professor	Medicine	HMS
10/2018	Associate Professor	Medicine	HMS
2017-	Adjunct Associate Professor	Health Professions Education	Massachusetts General Hospital Institute of Health Professions, Boston, MA

Appointments at Hospitals/Affiliated Institutions

07/1989- 10/1990	Senior Resident / Registrar	Internal Medicine
11/1994- 6/1996	Staff Physician	Department of Medicine
07/1998- 04/2012	Staff Physician	General Internal Medicine
05/2012-	Associate Physician	General Medicine and Primary Care
05/2012	Associate Physician	Medicine
07/2013-	Affiliated Faculty	Medical Communications

Major Administrative Leadership Positions

Local

2003-2005	Director, Medical Consultation Service	BMC
2003-2006	Assistant Program Director, General Internal Medicine Master Educator Fellowship	BUSM
2003-2008	Advisor at large, Academies of Advisors	BUSM
2005-2007	Director, Faculty Development in Teaching, DOM	BUSM
2007-2011	Director, Clinical Skills Curriculum, Internal Medicine Residency Program	BMC
2009-2011	Associate Program Director, Internal Medicine Residency Program	BMC
2013-2014	Course Co-Director, Senior Preceptorship in Clinical Teaching, 4 th year elective course	HMS
2013-2015	Site Director, Patient Doctor 2 course, BWFH	HMS
2013-	Core Faculty, Division of Medical Communications, Department of Medicine	BWH
2013-	Director of Evaluation and Feedback, Internal Medicine Residency Program	BWH
2014-2017	Course Director, Research methods in medical education, Master's in medical sciences- in Medical Education	HMS
2015-2016	Associate Director, Practice of Medicine course, BWH site	HMS
2015-	Course Director, Qualitative research methods day-long course	Harvard Macy Institute (HMI), Boston, MA
2015-	Course Director, DOM Annual Medical Educational Retreat	BWH
2016-	Director, Scholars in Medical Education Pathway, Internal Medicine Residency Program	BWH
2017-	Faculty Leader, Research and Scholarship, Harvard Macy Institute	HMI

2017-2018 Program Director, Training to Teachers (T2T), HMS
Mongolia, HMS Global and Continuing Education

2019- Director, Research, Innovations and Scholarship in BWH
Education (RISE), Department of Medicine

Regional

2015-2016 Course Director, Qualitative research methods day-long Harvard Macy Institute
course (HMI), Boston, MA

2016- Faculty Leader, Research and Scholarship, Harvard HMI
Macy Institute

International

2017-2018 Program Director, Training to Teachers (T2T), HMS
Mongolia, HMS Global and Continuing Education

Committee Service

Local

2000-2011 DOM Internship Selection Committee BMC, Member

2003 DGIM Faculty Retreat Planning Committee BUSM, Co-Chair

2003-2006 Master Educator Fellowship Steering BMC, Member
Committee, DGIM

2004, 2008 DOM Faculty Educational Retreat Planning BMC, Chair
Committee

2004-2007 Clinical Curriculum Subcommittee BUSM, Member

2005-2007 DOM Committee for Faculty Development BMC, Chair
in Teaching

2005-2008 DGIM Fellowship Executive Committee BUSM, Member

2006-2010 Student Honors Committee BUSM, Member

2008-2010 Clinical Competencies Working Group BUSM, Co-Chair

2008-2011 BMC, Member

	DOM Faculty Mentoring and Diversity Committee 2008-2009- Co-Chair	
2010-		HMI, Member
	Harvard Macy Program for Educators in the Healthcare Professions Steering Committee	
2012-2013		BWH, Member
	Selection Committee for the 2012-2013 Support for Excellence in Educational Development (SEED) Grant for Innovation and Research in Medical Education, DOM	
2012-		BWH, Member
	Department of Medicine Macy Scholarship Applications Review Committee	
2012-		HMS, Member
	Academy Resident as Teacher Interest Group	
2012-		HMS, Member
	Academy Feedback and Evaluation Interest Group	
2013- 2015		HMS, Member
	Steering Committee for 4th year Comprehensive exam	
2013- 2015		Partners Healthcare System, Boston, MA Member
	Evaluation and Feedback Subcommittee Partners Graduate Medical Education	
2014- 2017		HMS, Member
	MMSc in Medical Education Admissions Committee	
2015-2017		HMS, Member
	MMSc in Medical Education: Curriculum Committee	
2013-		BWH, Member
	DOM Internship Selection Committee	
2014-		BWH, Chair
	Clinical Competency Committee Medicine Residency Program	
2015		HMI, Member
	Harvard Macy Think-tank	
2015-		BWH, Chair
	DOM, Education Innovation Grants Committee	
2016-		BWH, Member
	Internal Medicine Residency Program, Categorical Program Selection Subcommittee	
2020-		Brigham Education Institute (BEI), Member

Educational innovations grant review committee

Professional Societies

1996-2004	Society of General Internal Medicine (SGIM)	Co-Chair, Scholarship in Teaching Interest Group
2004		Member, Innovations in Medical Education Subcommittee
2004-2006		Member, SGIM Education Committee
2007		Chair, Northeast Regional SGIM Meeting, Workshop Review Committee
2013-		Member, Faculty Development Interest Group
2014		Reviewer, Abstracts, New England Regional Meeting
2014		Reviewer, Case Vignettes, New England Regional Meeting
2014		Session moderator, Case Vignettes, New England Regional Meeting
2014		Workshop Review Committee
2014-2015		Innovations in Medical Education Review Committee, SGIM National Meeting 2015 Meeting Chair, New England Regional SGIM
2015-2016		President Elect. NE Regional SGIM
2016-2017		President, NE Regional SGIM
2016-2021		Member, SGIM Education Committee
1996-2013-2015	Massachusetts Medical Society	Member, Medical Education Committee
2003-2007-	Association for Medical Education in Europe (AMEE)	Member, Abstract Review Committee Reviewer, Short communications oral presentation abstracts Member, Postgraduate Education Committee
2014-		Opening discussant, Short communications, Communication skills session
2014		Member, AMEE Nominations Committee, Select, Recommends AMEE Executive members
2015-2016-2018		Member, AMEE Executive Committee Vice-Chair, AMEE Fellowship Committee
2018-		Chair, AMEE Fellowship Committee

2004-2007	Association of American Medical Colleges (AAMC)	
	2004	Member, Small Group Discussions Proposal Review Committee
	2005-2007	Member, Workshop Proposal Review Committee
2021	NBME/USMLE	Clinical reasoning definition and assessment working group

Grant Review Activities

2008-2010	DOM Faculty Development Grant Review Committee	BMC <i>Ad Hoc</i> Member
2012-2013	DOM SEED Grant Selection Committee	BWH <i>Ad Hoc</i> Member
2012-	DOM Macy Scholarship applications Review Committee	BWH DOM <i>Ad Hoc</i> Member
2015-	DOM Education Innovation Grants Committee	BWH, DOM Chair
2019-	Brigham Education Institute (BEI) grants review committee	BWH, Member

Editorial Activities

***Ad hoc* Reviewer**

Academic Medicine
Journal of General Internal Medicine
Journal of Graduate Medical Education
Medical Education
Medical Teacher
Perspectives on Medical Education

Other Editorial Roles

2012-	Member, Editorial Board	<i>Medical Teacher</i>
2015-2018	Deputy Editor	<i>Teaching and Learning in Medicine</i>
2018-	Member, Editorial Board	<i>Teaching and Learning in Medicine</i>

2016-2020	Associate Editor	<i>MedEdPublish</i> , an online post-publication peer-reviewed journal https://www.mededpublish.org
2017-2020	Member, Editorial Board	<i>Journal of General Internal Medicine</i>
2021-	Associate Editor	<i>The Clinical Teacher</i>

Honors and Prizes

1981	Honors in Pharmacology	Stanley Medical College	Academic achievement
1985	Honors in Clinical Medicine	Stanley Medical College	Academic achievement
1989	Honors in Internal Medicine	PGIMER	Academic achievement
2001	Selection to the Stanford Faculty Development Program in Clinical Teaching	Stanford University, Palo Alto, CA	Academic training
2002	Nominee, Leonard Tow Humanism in medicine award	BUSM	Teaching
2004	Nominee, Best teacher in Clinical Medicine award	BUSM	Teaching
2005	Selection to the Harvard Macy Program for Educators in Health Professions	HMI	Education training
2007	Runner up, Robert Dawson Evans Faculty Special Teaching Recognition award	DOM, BUSM	Teaching
2008	Selection to the Systems Approach to Assessment in Health Professions Education Program	HMI	Education training

2009	Selection to the Harvard Macy Program for Leading Innovations in Healthcare & Education	HMI	Leadership training
2012	Member The Academy	HMS	Teaching and Education
2013	Selection to the Brigham and Women's Leadership Program	BWH and Harvard Business School	Executive Leadership Program
2014	Selection to the Mentoring Leadership Program	BWH	Leadership training
2014	Excellence in Peer Review certificate	Medical Teacher	Manuscript peer review
2016	Excellence in tutorial facilitation, Patient Doctor II course AY 2015	HMS	Teaching award
2017	Jean Jackson Distinguished Bedside Teaching Award	Department of Medicine, BWH	Teaching award
2019	Scholarship in Medical Education	Society of General Internal Medicine, National award	Education award
2019	Doctoral report, Award Nominee	AMEE- International Society for Medical Education	Research award
2019	Research Mentoring Award	Internal Medicine Residency Program, BWH	Mentoring award
2020	Visiting Professorship (virtual)	University of Indonesia, Jakarta, Indonesia	Medical education research
2021	Selection to Honorary Professor of Medical Education	University of Manchester, UK	Medical education

2022	Selection as Ronald Harden Visiting Professor	International Medical University, Kuala Lumpur, Malaysia	Medical education
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Report of Funded and Unfunded Projects

2003-2006	<p>Master Educator Training (MET) Fellowship Grant, DGIM, BUSM Health Resources and Services Administration GRANT: D55HP00215 Grant PI and Fellowship Director: Jay Orlander, MD As the Assistant Fellowship Program Director, the grant provided me with 10% salary support. The goal of the fellowship program was to train generalist faculty whose career focus was medical education. Fellowship activities included teaching seminars, mentoring, serving on the Steering Committee and supervising fellows during their teaching practicum. One project led to publication in <i>Academic Medicine</i> in 2008.</p>
2015-2017	<p>BWH DOM CERS (Clinical Education Research Scholars) Grant. The grant provided 25% salary support for 2 years with the goal of stimulating research in medical education. Conference presentations and publications related to research projects were required as demonstration of scholarship under the conditions of the grant.</p>

Report of Local Teaching and Training

Teaching of Students in Courses

Prior to HMS Appointment

2001-2008	Introduction to Clinical Medicine (ICM)1 1 st year medical students	BUSM. 120-min clinical shadowing sessions for 1 student, 6-8 sessions
2001-2006	ICM 2 2 nd year medical students	BUSM. 3-hour sessions per year for 3-4 students, 6-8 sessions
2001-2003	Physical Diagnosis Rounds 3 rd year medical students	BUSM. 90-min bedside teaching sessions per year for 8-10 students, 25-30 sessions
2003	Physical Diagnosis Workshops 1 st and 2 nd year medical students	BUSM. 90-min sessions for 40-50 students, 2 workshops
2009	Integrated Problems sessions 2 nd year medical students	BUSM. 3-hour sessions for 6 students, 4 sessions

HMS Courses

2012	IN759M.J Patient Doctor I course 1st year medical students	HMS. 2-hour sessions on history taking and patient communication for 6 students, 30 sessions
2012-2015	IN555.0 Introduction to The Profession (ITP)	HMS. 3-hour tutorials for 7-9 students, 4

	1st year medical students	sessions
2012- 2015	IN761.23 Patient Doctor II course 2 nd year medical students	HMS. 2-hour sessions on physical examination for 2 students, 12 sessions
2012-2015	PDII OSCE Faculty for Objective Structured Clinical Examination (OSCE). 2 nd year medical students	HMS Three to four 4-hour sessions
2013	Internal Medicine Clerkship, 3 rd year medical students. Clinical case conference	HMS. 90-min sessions 6-8 students, 2 sessions
2013	IN757.INT2. Integration week Case discussion for 2 nd year medical students	HMS. 40 students, 3-hour session
2013- 2015	ME721M.3 Senior Preceptorship in Clinical Teaching, elective course for 4 th year medical students. Co-Director and Teacher	HMS 2- hour sessions on clinical teaching skills and physical examination for 30-35 students, 10 sessions
2013-2015	IN761.19. Patient Doctor II course 2 nd year medical students, Brigham and Women's Faulkner Hospital (BWFH) Site-Director and Preceptor	HMS. 4-hour bedside, didactic and clinical skills center sessions on physical examination for 12 students, weekly sessions between September and April (about 75-80 hours / year)
2014	ME725M.J Longitudinal Course in Clinical Medicine for MD/PhD students, HMS, Faculty presenter	HMS. 2-hour session on clinical skills and clinical reasoning for 15 students. April 1, 2014
2014-2017	MED 701.MMSc in Medical Education Course Director and Faculty	HMS. 7-10 students. 14 three-hour sessions. Total teaching time of 40 hours per year
2015-2016	HMS Practice of Medicine course Associate Director, BWH site	HMS. 3-hour Bedside sessions- 2 students- 11 sessions a year 3-hour Central sessions teaching
2015-	Adjunct Faculty, HE801. Course Director, Advanced Qualitative Methods course	Massachusetts General Hospital Institute for Health Professions Education (MGH-IHP), Charlestown, MA. Semester-long online course with weekly discussions, 3 one-hour webinar
2017	MED 701.MMSc in Medical Education Faculty presenter	HMS. 9 students. Three-hour session on topic: Program evaluation

Formal Teaching of Residents, Clinical Fellows and Research Fellows (post-docs)

Prior to HMS appointment

1998-2010	Resident teaching and leadership retreat, Faculty facilitator for teaching workshops. Member, Retreat planning group. 2 nd year medicine residents	BMC 90-min workshops for a group of 12 residents, 3 workshops at an all-day annual retreat
2002-2010	Localization in clinical neurology, 2-part lecture. 1 st , 2 nd and 3 rd year medicine residents	BMC 1-hour long lectures for 45-55 residents, 2 lectures per year
2000-2011	Inpatient morning reports 2 nd and 3 rd year medicine residents	BMC 1-hour case-based interactive conferences for 15-20 residents. 24 sessions per year
2006-2011	Bedside morning reports 2 nd and 3 rd year medicine residents	BMC 1-hour bedside rounds, 2/ month for 7-8 residents. 12-15 per year
2009-2011	Intern reports-case presentations 1 st year medicine residents	BMC 1-hour interactive sessions once a month, 8-10 sessions per year for 30-35 residents
2009-2011	Ambulatory morning reports 1 st year medicine residents	BMC 1-hour case discussions once a month for 8 residents, 10 -15 sessions per year
2010	Transitions and managing change Senior resident retreat, 3 rd year residents	BMC 3-hour workshop for 45 residents, 1 workshop
2010	Back to basics-Physical Diagnosis series Cardiac exam, Nervous System exam, Respiratory system exam 1 st , 2 nd and 3 rd year medicine residents	BMC 90-min sessions for 50-60 residents, 5 sessions

Current HMS appointment

2012-	Ambulatory conferences for Medicine residents- Clinical approach to peripheral neuropathy, Clinical approach to headache, Case studies in dizziness, Syncope, Clinical approach to Neurology	BWH 1-hour case-based conferences for 12-15 residents, 6-8 sessions per year
2012-	Resident Morning reports, Medicine Residency Program	BWH and BWFH

		1-hour case-based discussions led by Chief Residents and facilitated by faculty for 25-30 residents, 5-6 sessions per year
2013-	Resident noon conferences Medicine Residency Program	BWFH 1-hour conferences, 20 residents
2013-	Resident Bedside Rounds	BWFH 1-hour bedside teaching rounds, 8-12 residents
2014	Assessment in Graduate Medical Education Medical Education Conference Department of Radiology	BWH 1-hour conference
2014	Harvard Macy Program for Post-Graduate Trainees: Future Academic Clinical-Educators: Selective session, "Bedside teaching is fun, why is it happening on corridors", HMI	HMI 90-min workshop, Charlestown, MA
2016-	Physical diagnosis curriculum Bedside rounds for residents	BWH Weekly 30-minute bedside teaching for one inpatient team
2018	Finding the right street address: localization in clinical Neurology	BWFH 1-hour noon conference
2018	Physical diagnosis secrets	BWH 1-hour noon conference for residents
2019	Feedback through a sociocultural lens: Application of the R2C2 model	BWH 1-hour noon conference for residents
2019-	Organizer and presenter, Annual Junior resident teaching skills retreat	BWH 1-day retreat for 40 Internal Medicine residents
2019, 2020, 2021	Presenter of 90-min workshop on Feedback	Partners Graduate Medical Education Center of Excellence course for residents and fellows

Clinical Supervisory and Training Responsibilities

Prior to HMS appointment

1989-1990	Registrar, Department of Medicine, PGIMER	16 months supervision and teaching of medicine residents on wards and clinics
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1994-1996	Staff physician, Medical service, Alvin C. York Veterans Affairs Medical Center	18 months supervision and teaching of medicine residents on the wards
1998-2012	Medicine ward attending, BMC	4-week blocks, 2-5 blocks per year Supervision and teaching of trainee team- 1 resident, 2 interns, 1 4 th year medical student and 2 3 rd year medical students
1996-1999, 2009-2012	Ambulatory Internal Medicine Clinic Preceptor, BMC	1996-1999, 2009: 1 half-day session per week; 2010, 2011- 4 half-day sessions per month
2009-2012	Ambulatory Internal Medicine Preceptor, BMC	1 half-day session per week, 4 week blocks per 4 th year medical student, 15-20 sessions per year
2012-	Medicine ward attending, BWH	2-3 blocks per year, supervision and teaching of a team of 4-5 medical residents and 3-4 students. 4-6 weeks
2012-	Ambulatory Internal Medicine Clinic Preceptor, Jen Center, BWH	4-hour sessions supervising 3-4 residents, 90-98 sessions per year
2012-2013	Longitudinal Primary Care Clerkship 3 rd year medical students, HMS	3-hour clinic sessions for 1 student, 24-26 sessions per year

Current HMS appointment

2012-2013	AC700M.23 Longitudinal Primary Care Clerkship. 3 rd year medical students	HMS. 3-hour clinic sessions for 1 student, 24-26 sessions per year
2012-	Medicine ward attending, BWH	BWH. 2-3 blocks per year, supervision and teaching of a team of 4-5 medical residents and 3-4 students. 4-6 weeks
2012-	Ambulatory Internal Medicine Clinic Preceptor, BWH	BWH. 4-hour sessions supervising 3-4 residents, 90-98 sessions per year

Research Supervisory and Training Responsibilities

2014-	Mentoring of 2-3 residents / year on their educational projects (recipients of DOM Education Innovation grants)	Quarterly 2-hour meetings to discuss project proposals and progress of projects. Ensure poster presentations at DOM Annual Medical Education retreat
2016-	Supervision of 10-12 Internal Medicine residents participating in Scholars in Medical Education Pathway	Monthly 1-hour research meetings, supervision of educational project,

		guidance on IRB application, project design, implementation and evaluation
2019-	Supervision and mentoring of BWH DOM faculty and fellow educational projects	Year-long Program with monthly seminars, research in progress meetings, guidance on IRB applications, study design, implementation, data collection and analysis, writing and presentations
2021-	Supervision and mentoring of BWH faculty educational projects	BEI Foundations of Educational research certificate program. Year-long Program with monthly seminars, research in progress meetings,

Formally Mentored Harvard Medical, Dental and Graduate Students

2014-2016	Mansour Abdullah Alfadhel, MMSc / Chairperson, Postgraduate Department, King Fahad Medical City, Saudi Arabia <i>Career stage:</i> HMS MMSc- Medical Education student <i>Mentoring role:</i> MSc Thesis Advisor <i>Accomplishments:</i> completed thesis project and graduated from Masters program
2014-2016	Catherine Distler Michelson, MD, MMSc / Program Director, Boston Combined Residency Program, Assistant Professor of Pediatrics, Boston University School of Medicine <i>Career stage:</i> HMS MMSc- Medical Education student <i>Mentoring role:</i> MSc Research Co-mentor and Thesis Advisor <i>Accomplishments:</i> completed thesis project and graduated from Master's program. Lead author of poster presentation. Manuscript published in Teaching and Learning in Medicine.
2015-2018	Rosawan Areemit MD, MMSc / Assistant Professor, Adolescent Medicine Specialist, Division of Ambulatory Pediatrics, Department of Pediatrics, Faculty of Medicine, Khon Kaen University, Thailand <i>Career stage:</i> HMS MMSc- Medical Education student <i>Mentoring role:</i> MSc Research Co-mentor and Thesis Advisor <i>Accomplishments:</i> completed thesis project and graduated from Master's program. 1 research manuscript published in Teaching and Learning in Medicine.

Other Mentored Trainees and Faculty

2003-2005	Keith Williams, MD / Staff Physician, United Family Healthcare, Shanghai <i>Career stage:</i> Fellow, General Internal Medicine, Master Educator Training Fellowship, BMC. <i>Mentoring role:</i> Research mentor and co-teaching with feedback on teaching on the medicine wards <i>Accomplishments:</i> Co-authored publication in <i>Academic Medicine</i>
2009	Brandi Ring, MD / OB/ GYN, private practice, Denver, CO

- Career stage:* BUSM medical student, *Mentoring role:* MSc Thesis Advisor
Accomplishments: Co-authored one manuscript in *Journal of Graduate Medical Education*
- 2014- 2016 Sarah Post, MD / Primary Care Physician, Kenmore Harvard Vanguard, Boston, MA
Career stage: Resident, Internal Medicine, BWH
Mentoring role: Mentor for educational research project
Accomplishments: Co-author, Poster presentation at HMS Medical Education day, Co-authored 1 publication in *Teaching and Learning in Medicine*
- 2014- 2016 Michael Peluso, MD / Fellow in Infectious Diseases, UCSF
Career stage: Resident, Internal Medicine, BWH
Mentoring role: Mentor for educational research project
Accomplishments: Co-author, Poster presentation at HMS Medical Education day
- 2015-2016 Brittany Weber, MD / Fellow in Cardiology, BWH
Career stage: Resident, Internal Medicine, BWH
Mentoring role: Secondary mentor for research project
Accomplishments: Co-author, Poster presentation at BWH DOM Research day, Co-authored 1 publication in *Medical Journal of Australia*
- 2014-2016 Valeria Pazo, MD / Hospitalist, BWH
Career stage: Faculty Physician, Hospital Medicine, BWH
Mentoring role: Secondary mentor for research project
Accomplishments: Co-authored 1 publication in *Clinical Teacher*
- 2015-2017 Sandhya Venugopal, MD, MHPE / Staff Cardiologist, University of California Davis, Sacramento, CA
Career stage: Masters student, MGH IHP
Mentoring role: Co-mentor for research project
Accomplishments: Co-authored 1 publication in *Medical Teacher*
- 2018- Rebecca Sternschien, MD, Division of Pulmonary Medicine, BWH
Career stage: Fellow, Pulmonary and Critical Care Medicine
Mentoring role: Co-mentor for research project
- 2018 Stephanie Mann, MD, Department of Obstetrics, Gynecology and Reproductive Sciences University of Vermont College of Medicine
Career stage: Residency Program Director
Mentoring role: Mentor for her Teaching practicum course in her Masters program in Health professions education at MGH- Institute for Health Professions
- 2018- Yun Xue Kao, MD. Department of Dermatology, Harvard Combined Residency Program
Career stage: Resident
Mentoring role: Educational research project mentor, project funded by Partners COE award
- 2018- Kristina Dzara, MSc in Medical Education, PhD, Harvard Macy Institute
Career stage: Faculty

Mentoring role: Social media for educators, research project mentor
Accomplishments: Co-authored 2 publications

- 2019-2021 Marina Gambrotta, MD,
Career stage: Resident in Internal Medicine, BWH
Mentoring role: Co-mentor, Educational research project mentor
Accomplishments: Co-authored 1 publication
- 2019-2021 Hallie Rozansky
Career stage: Resident in Internal Medicine, BWH
Mentoring role: Research and Medical Education Pathway mentor
Accomplishments: Co-authored 1 publication
- 2019-2021 Emily Cetrone
Career stage: Resident in Internal Medicine, BWH
Mentoring role: Research and Medical Education Pathway mentor
Accomplishments: Co-authored 1 publication
- 2020- Allison Vise
Career stage: Resident in Internal Medicine, Currently faculty, BWH
Mentoring role: Research and Medical Education Pathway mentor
Accomplishments: Senior author of 1 submitted manuscript

Formal Teaching of Peers (e.g., CME and other continuing education courses)

No presentations below were sponsored by outside entities

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| 2006- | Harvard Macy Program for Health Professions Educators, HMI
Leader of Scholarly Inquiry Theme consisting of multiple large group and small group sessions throughout the program | 2-3 one-hour large group presentations, 1-2 one-hour elective sessions, 6 three-hour project group discussions, 3-5 one-hour journal club facilitation, Boston, MA |
| 2015 | Advanced Teaching Skills course, HMS
Topic- Bedside Teaching: Devising a Foolproof Plan for Success | Two 60-min workshop presentations, Boston, MA |
| 2015-2019 | Harvard Macy Program for Health Professions Educators, HMI
Moving beyond numbers- Workshop on Qualitative Methodology for Health Professions Educators | Half-day workshop, Boston, MA |
| 2017 | Advanced Teaching Skills course, HMS. Topic: Competencies, EPAs, Milestones: An Interactive Workshop to Practice Performance assessment and Feedback. HMS | 60-min workshop, Boston, MA |

2018, 2019	Advanced Teaching Skills course, HMS. Topic: Competencies, EPAs, Milestones: An Interactive Workshop to Practice Performance assessment and Feedback. HMS	Large group presentation, Boston, MA
2019	Harvard Macy Program for REANIMA instructors, A course for educators who design and teach CME courses for healthcare professionals	3- day course, Porto Portugal
2019, 2020, 2021	Essential skills in medical education- clinical teaching (ESMECT) course, An international course for clinical educators	1.5 day course, Vienna, Austria Singapore, Virtual in 2021
2020	Qualitative research workshop, PhD Convocation seminar, 12 PhD in Health Professions Education student participants	3-hour workshop, MGH Institute of Health Professions
2021-	Advanced qualitative research methods	Semester long online course for MGH-IHP PhD program

Local Invited Presentations

No presentations below were sponsored by outside entities

2000-2011	Various topics on physical diagnosis / Grand rounds Division of General Internal Medicine, BMC
2003	Strategies for effective bedside teaching in inpatient and outpatient settings / Grand rounds Department of Family Medicine, BMC
2004	Faculty Development Seminar on Communication Skills / Workshops BUSM
2004, 2007	Faculty Educational Retreat / Workshop and plenary session Department of Medicine, BMC
2006	Strategies for effective bedside teaching / Grand rounds Section of Endocrinology, BMC
2008-2011	Preceptor Development Series / Invited teaching Division of General Internal Medicine, BMC
2009	Microskills of teaching for clinician educators / Series Department of Medicine, BMC
2011	Teaching and assessing clinical reasoning / Invited teaching Department of Medicine, BMC

- 2012-2013 The cycle of feedback / Workshop
Division of Gerontology, Beth Israel Deaconess Medical Center / HMS Combined Geriatrics Fellowship Program
- 2013 Research in Medical Education / Workshop
Center for Faculty Development and Diversity, BWH
- 2013 Giving feedback effectively, The resident as bedside teacher / Symposium
Academy Center for Teaching and Learning, HMS
- 2013 Cardiac Physical Diagnosis Secrets / Faculty Development Series
Department of Medicine, BWH
- 2014 Fundamentals in Medical Education / Workshop series
Center for Faculty Development and Diversity, BWH
- 2014 Giving feedback at the bedside /Faculty Development Series
Department of Medicine, BWH
- 2014 Application of milestones to direct bedside observation of residents / Faculty Development Series
Department of Medicine, BWH
- 2014 Clinical Case of the month / Grand rounds
Department of Medicine, BWH
- 2014 Clinical Teaching Skills / Seminar
Center of Expertise, Partners Graduate Medical Education
- 2015 Writing for Scholarship: From Results to Manuscript / Series Workshop
Academy Center for Teaching and Learning, HMS
- 2015 Performance assessment and feedback / Faculty Education Retreat
Department of Medicine BWH
- 2016 “Finding the Writer Within: Just Do It!”. The many flavors of scholarly writing / Symposium
Academy Center for Teaching and Learning, HMS
- 2016, 2017 Finding the right journal for your paper / Workshop
Academy Center for Teaching and Learning, HMS
- 2017 Redefining feedback: Not the sandwich. A 2-hour workshop
HMS Geriatrics Fellowship seminar series, Boston, MA
- 2018 From recipes to relationships: recent research and conceptualizations of feedback
HMS Medical Education Grand Rounds. A 90-min presentation

- 2018 Redefining feedback: Not the sandwich. A 90-min presentation
Partners COE seminar, Boston, MA
- 2018 Turning words into scientific writing/ Workshop / Writing for Scholarship Interest Group
Symposium / Academy Center for Teaching and Learning, HMS
- 2018 The art of scientific storytelling. First Friday Seminar series
VA Boston Healthcare system, Boston, MA
- 2018 Educational paradigms and implications for teaching
Department of Medicine Grand Rounds, Brigham and Women's Hospital
- 2019 Meaningful feedback through a sociocultural lens: Application of R2C2 framework.
Hospital Medicine Unit (HMU), Faculty conference, 1-hour session for HMU faculty,
BWH
- 2019 Assess and evaluate to promote learning. Effective and efficient series. Brigham Education
Institute. 1-hour workshop for BWH faculty
- 2020 Through the looking glass: peer coaching for clinical teachers.
Faculty Development Bedside Teaching series. Department of Medicine, BWH. 1-hour
session for DOM faculty
- 2020, 2021, Survey design for medical educators. Brigham Education Institute faculty workshop. 1-
2022 hour session for BWH educators.
- 2021, 2022 Writing educational manuscripts. Brigham Education Institute faculty workshop. 1-hour
session for BWH educators.

Report of Regional, National and International Invited Teaching and Presentations

No presentations below were sponsored by outside entities

Invited Presentations and Courses

Regional

- 2002 Feedback in clinical teaching
National Association of Inpatient Physicians Regional Meeting, Providence, RI
- 2003 Effective Bedside Teaching, Medical Education Grand Rounds-
Brockton Hospital, Brockton, MA
- 2003 Small group teaching: The art of facilitation. Workshop presentation.
New England regional SGIM meeting, Boston, MA
- 2004 Bedside teaching is fun, so why is it happening in corridors. Grand Rounds
Department of Medicine, Tufts Medical Center, Boston, MA

- 2007 Physical Diagnosis Secrets- part 1 and part 2. Grand Rounds
Department of Medicine, Quincy Medical Center, Quincy, MA
- 2014 Beyond show and tell: Teaching physical diagnosis to promote reflective practice. A 90-minute workshop
New England Society of General Internal Medicine Conference, Boston, MA.
- 2014 Visiting Professor and Keynote Speaker, Faculty Development Conference
Department of Medical Education, Maine Medical Center, Portland, ME
- 2015-2017 Multiple topic presentations, Teaching skills retreat
New England Regional SGIM conference, Boston, MA
- 2016, 2017 Beyond numbers: A 2-hour workshop on qualitative research methods in medical education. Clinical Educator Track, Internal Medicine Residency Program, Tufts Medical Center.
- 2018 From recipes to relationships- New definitions and conceptualizations of feedback.
Department of Medicine grand rounds, St. Elizabeth's Medical Center. 1-hour session for 80-100 participants.
- 2019, 2020 Moving beyond numbers: Applying qualitative research methodology to educational projects. A 2-hour workshop for Clinician Educator track residents, Departments of Medicine and Pediatrics, Tufts Medical Center.

National

- 2004 Scholarship in teaching. 3-hour workshop
Southern regional SGIM conference, New Orleans, LA
- 2004 Putting the fun back into bedside teaching. A half-day workshop
SGIM conference, San Francisco, CA
- 2004 Designing mentoring programs: Easier said than done. 3 hour Mini-workshop
AAMC annual conference, Boston, MA
- 2005 Moderator, Research in Medical Education session, Understanding and Evaluating Clinical Skills
AAMC Annual Meeting, Washington, DC
- 2005 Mentoring in Medicine: The Perils and Pitfalls. A small group discussion, AAMC Annual Meeting, Washington, DC
- 2008 Visiting professor, 8th Annual Clerkship Retreat, Plenary sessions and workshops. Albert Einstein College of Medicine, New York, NY
- 2009 Visiting Professor, Faculty development series for Clinical Faculty. Plenary and workshop presentations, bedside teaching rounds

Hofstra Medical School, Long Island, NY

- 2011 Restoring cardiac physical diagnosis. A 90-min workshop
Association of Program Directors in Internal Medicine (APDIM) conference, Anaheim, CA
- 2013 Beyond show and tell: Teaching physical diagnosis to promote reflective practice. A 90-minute workshop for medical educators
APDIM (Association of Program Directors in Internal Medicine) Fall meeting, New Orleans, LA.
- 2016 Beyond numbers: A 90-min workshop on Qualitative research design.
SGIM National Meeting, Hollywood, Florida
- 2017 What Counts Cannot Always Be Measured: Principles of Qualitative Research and Introduction to Qualitative Analysis. A 60-min workshop.
SGIM National Meeting, Washington DC.
- 2017 Early career mentoring for clinician educators. A 60-min workshop.
SGIM National Meeting, Washington DC.
- 2018 Update in Medical Education. A 60-min workshop.
SGIM National Meeting, Denver Colorado
- 2018 Getting promoted as an early career clinician educator. A 60-minute workshop.
SGIM National Meeting, Denver Colorado
- 2018 Educational theories and application to clinical teaching
Medical Education Grand Rounds, University of Miami Leonard M. Miller School of Medicine
- 2020 What counts cannot always be measured. A 2-part workshop series on qualitative research 90-minutes each. Faculty development series. Eastern Virginia Medical School, Norfolk, Virginia
- 2020 What counts cannot always be measured. A 2-part workshop series on qualitative research each 90-minutes long. Department of Pediatrics, Cincinnati Children's Hospital, University of Cincinnati.
- 2020 Feedback: Co-creating a conversation to target growth. Pediatric Intern Retreat, University of Texas San Antonio
- 2020 Speaker, Feedback redefined, Medical education symposium, 2020 Annual meeting of American Association of Otolaryngology. Virtual meeting.
- 2021 Plenary speaker. Learner centered or Learner engaged education? Shifting from a solar to lunar model of teaching. Thinking Outside of the Neurology Box: Training you can use in

your program now to have opportunities later. American Association of Neurology virtual annual conference.

2021 Workshop presenter. Feedback in medical education. GME faculty development workshop. University of Kansas Medical Center

2022 Featured speaker. Stanford 25 symposium

International

2003 Evaluation in clinical teaching.
St. Johns Medical College, Bangalore, India

2003 Invited faculty, 1 week evidence-based Medicine course
University College of London, London, UK

2004 Mentoring in Medicine: The challenges. A 3-hour workshop presentation
Ottawa international conference on medical education, Barcelona, Spain

2004 Bedside teaching is fun: so why is it occurring in corridors? A half-day workshop at the
Association for Medical Education in Europe (AMEE) Annual Meeting, Edinburgh, UK

2005 Multiple topic presentations
Japan Society for Medical Education annual meeting, Tokyo, Japan

2005 Visiting Professor: Multiple presentations on medical education
University of Tokyo, University of Kyoto, Nagoya University, Japan.

2005 Bedside teaching is fun: so why is it occurring in corridors? A half-day workshop
AMEE Annual Meeting, Amsterdam, Netherlands

2005 So you want to be a mentor: A Half-day workshop on mentoring skills.
AMEE Annual Meeting, Amsterdam, Netherlands

2005 Spotlight review on Clinical teaching. Plenary presentation.
AMEE Annual Meeting, Amsterdam, Netherlands

2005 Visiting Professor, Faculty Development course, Multiple topic presentations
Karolinska Institute, Stockholm Sweden

2006 Understanding small group learning and skills for effective feedback in Problem-based
learning (PBL) groups, a 3-hour workshop.
6th Asia-Pacific PBL conference, Tokyo, Japan

2006 Multiple faculty development presentations. Junior Faculty Development seminar series,
Sri Ramachandra Medical College and Research Institute, A Harvard Medical
International partner, Chennai, India

- 2006 Bedside teaching is fun: so why is it occurring in corridors? A half-day workshop
AMEE Annual Meeting, Genoa, Italy
- 2008 Educational scholarship is not just educational research. A half-day day workshop.
AMEE Annual Meeting, Prague, Czech Republic
- 2008 The many challenges of clinical teaching and possible solutions: A staff development
workshop for teachers in the clinical environment. A half-day workshop.
AMEE Annual Meeting, Prague, Czech Republic
- 2009 Spotlight review on Clinical Teaching. End of conference plenary session.
AMEE Annual Meeting, Malaga, Spain
- 2009 The many challenges of clinical teaching and possible solutions: A staff development
workshop for teachers in the clinical environment. A half-day workshop.
AMEE Annual Meeting, Malaga, Spain
- 2011 The many challenges of clinical teaching and possible solutions: A staff development
workshop for teachers in the clinical environment- A full day workshop designated as
“Master class session”.
AMEE Annual Meeting, Vienna, Austria
- 2014 Discussant, Short communications oral presentation session, Context for clinical teaching,
AMEE Annual Meeting, Milan, Italy
- 2015 Bedside teaching matters today. MedEdWorld Webinar. 35 participants from the following
countries: Canada, Ireland, Malaysia, Peru, Portugal, Russia, Saudi Arabia, Spain, Taiwan,
Thailand, UK & USA.
- 2015 Beyond numbers- qualitative research for medical educators. A full-day workshop.
AMEE 2015 Annual Meeting, Glasgow, UK.
- 2016 Driving student learning through developmental assessment: Designing faculty
development on workplace based assessment. A 90-min workshop.
AMEE 2015 Annual Meeting, Glasgow, UK.
- 2016 Workplace based assessment. A 3-hour preconference workshop.
Ottawa International Conference on Assessment, Perth, Australia
- 2016 Beyond numbers- qualitative research for medical educators. A Half-day preconference
workshop.
AMEE 2016 Annual Meeting, Barcelona, Spain.
- 2016 Multiple topic presentations
International Healthcare Education Symposium: Challenges and Prospects
Albert Einstein Hospital, Sao Paulo, Brazil.

- 2017 The many tracks in residency education. A 90-min symposium.
AMEE 2016 Annual Meeting, Barcelona, Spain
- 2017 Presented multiple lectures and workshops on education for 100 medical educators.
Harvard Medical School Global Education Programs- Training to Teachers workshop
NT Rama Rao Medical College, Vijayawada, India
- 2017 Failure is not an option: a developmental approach to assessment and feedback in the
workplace.
4th International Conference on Faculty Development in the Health Professions, Helsinki,
Finland.
- 2017 Presented multiple lectures and workshops on education for 100 medical educators.
Harvard Medical School Global Education Programs- Training to Teachers workshop
Mongolian National University Medical School, Ulan Bataar, Mongolia
- 2018 Assessment of clinical reasoning: from principles to practice. A 3-hour workshop.
Ottawa international conference for assessment in medical education, Abu Dhabi, UAE
- 2018 From rater cognition to performance-based feedback: a staff development workshop for
assessors in clinical settings. A 90-min workshop.
Ottawa international conference for assessment in medical education, Abu Dhabi, UAE
- 2018 Learning and working together: A 2-day course for interdisciplinary staff. Vitup hospital,
Dalian, China
- 2018 AMEE Essential skills in medical education- Clinical teaching, A 3-day course for clinical
educators, First Affiliated Hospital, Sun Yat-sen University, Guangzhou, China
- 2019-2021 Faculty director, Harvard Macy course for educators, for REANIMA (a CME
organization) instructors, Porto, Portugal
- 2019 Faculty for School of Health Professions Education (SHE) Academy. 1- week-long course
for PhD students, Maastricht University, Netherlands
- 2019 Invited faculty with meetings and Grand Rounds presentation, Institute for Research in
Education, Vrije University Medical Center, Amsterdam, Netherlands
- 2019 Visiting Scholar, University of Toronto with Symposium presentation, round table
discussions, and Medical Education Grand Rounds presentation, Toronto, Canada
Invitational Roundtable: Masterclass about issues, ideas and approaches to feedback &
coaching Location: Li Ka Shing Knowledge Institute, St Michael's Hospital, University of
Toronto, Canada
- 2019 CBME/CBD 3rd Annual Implementation Symposium, 3-hour symposium, University of
Toronto.

- 2019 Medical education day, The Hospital for Sick Children, University of Toronto, Canada. 1 hour grand rounds presentation and 90-min workshop presentation
- 2019 Visiting Scholar, University of Calgary. A half-day workshop presentation on topic, “Programmatic Research in Education”.
- 2019 Visiting Scholar, University of Alberta with multiple presentations:
 Dr. David Schiff Memorial Lecture, Medical Education Grand Rounds, Department of Pediatrics. Topic- Performance assessment and feedback
 2-hour faculty development- Looking in the mirror- Microteaching for educators
 Informal lunch presentation on educational scholarship
 1-hour workshop on qualitative research in education
- 2019 Workshop organizer and presenter. A speed mentoring workshop, AMEE International conference for medical educators, Vienna, Austria.
- 2019 Course director and presenter, Essential skills in medical education-Clinical teaching. A 1.5-day course for clinical teachers, AMEE International conference for medical educators, Vienna, Austria.
- 2019 Symposium speaker. Patient as educator. AMEE International conference for medical educators, Vienna, Austria.
- 2019 Professionalization of a Medical Education. Key Topics in Faculty Development: Facilitated Discussion. International faculty development conference, Ottawa, Canada
- 2019 Session Chair, Faculty development for research and scholarship. Oral abstract session. International faculty development conference, Ottawa, Canada
- 2020 Symposium speaker - Impact of Assessment and Curricular Design on Values. A 90-min symposium. Asia Pacific Medical Education Conference, Singapore
- 2020 Assessment of clinical reasoning: From shows how to does. A half-day preconference workshop. Ottawa International conference on assessment in medical education, Kuala Lumpur, Malaysia.
- 2020 Workshop presenter. Assessment for learning: Workplace assessment, a 90-minute workshop at the Ottawa International conference on assessment in medical education, Kuala Lumpur, Malaysia.
- 2020 Teaching and learning across the continuum. A 60-minute workshop for health professions educators. AMEE international webinar series. 55 participants attended.
- 2020 Scholarship is not just research. A 60-minute symposium on educational scholarship. Virtual AMEE conference 2020.
- 2020 Leading and managing change during challenging circumstances. A 90-min virtual international workshop. 50 participants attended.

- 2020 Challenges in teaching and learning during the pandemic. A virtual workshop for international association of medical students. 40 students participated.
- 2020 Speaker, "Talking Med Ed Webinar session - Medical leadership webinar. Medical Deans Australia and New Zealand. Zoom presentation. 35 Deans participated.
- 2020-2021 Visiting Professor, Department of Medical Education, Faculty of Medicine, Universitas Indonesia
- 2021 Symposium speaker. Topic: Assessment and evaluation of resilience. Asia Pacific Medical Education Virtual Conference 2021
- 2021 Plenary speaker. Topic: Mentoring relationships- It takes two to tango. Virtual International Medical Education Conference (IMEC 2021), Organized by International Medical University, Kuala Lumpur, Malaysia.
- 2021 Plenary speaker. Feedback and coaching: Promoting Assessment for learning and performance improvement. Quality of training in view of recent developments: International virtual conference on training in universities. Organized by Hai'1 University, Saudi Arabia
- 2021 Emotional intelligence and leadership. Faculty in the Leadership Online Series, Portuguese Society of Ophthalmology, Portugal. 1-hour webinar
- 2021 Meaningful feedback conversations that target behavioural change and growth. 90-min workshop for HETI (Health Educators Training Institute). New South Wales, Australia. 50 health professions educators from several locations in New South Wales participated in this workshop.
- 2021 What makes feedback credible, acceptable, and meaningful? Looking at feedback through a sociocultural lens. 60-minute webinar. Center for Medical Education, University of Lisbon, Portugal
- 2021 From solar to lunar clinical teaching- Putting the learner at the heart of teaching. Plenary speaker. British Association of Dermatology virtual Annual conference
- 2021, 2022 Why does your study matter? Practical application of theory to broaden the scope of your research. A 90-minute workshop for Writing a PhD proposal course. School of Health Professions Education, Maastricht University, the Netherlands.
- 2022 Beyond Closed Doors: Maximizing The Educational Impact of High Stakes Learner Progression Decisions By Improving The Individual and The Institution. 4- hour preconference workshop, 2022 Asia Pacific Medical Education Conference (APMEC) virtual conference.

Report of Clinical Activities and Innovations

Current Licensure and Certification

1993, 2003, Certification, American Boards in Internal Medicine (ABIM)
 2013
 1996 Massachusetts Medical License

Practice Activities

1998- 1999	Ambulatory Care	General Internal Medicine / Primary care, BMC	7 sessions per week
1998- 1999	Inpatient Medicine	Medicine wards, BMC	2 blocks per year, 4-weeks
1999- 2008	Inpatient Medicine	Medicine wards, BMC	5-6 blocks per year, 20-24 blocks
2008- 2012	Ambulatory Care	General Internal Medicine / Primary care, BMC	3 sessions per week
2008- 2012	Inpatient Medicine	Medicine wards, BMC	2 blocks per year, 8 weeks
2012-	Ambulatory Care	General Internal Medicine / Primary care, BWH	4 sessions per week
2012-	Inpatient Medicine	Medicine wards, BWH	2-3 blocks per year, 4-6 weeks

Report of Scholarship

Peer-reviewed publications in print or other media

Research investigations

1. **Ramani S**, Byrne-Logan S, Freund KM, Ash A, Yu W, Moskowitz MA. Gender differences in treatment of Cerebrovascular disease. *Journal of the American Geriatrics Society* 2000; 48: 741-5.
2. **Ramani S**, Orlander JD, Strunin L, Barber TW. Whither bedside teaching? A focus group study of clinical teachers. *Academic Medicine* 2003; 78: 1-7.
3. Williams K, **Ramani S**, Fraser B, Orlander J. Improving bedside teaching: A focus group study of learners. *Academic Medicine* 2008; 84: 257-64.
4. **Ramani S**, Ring, BN, Lowe, R, Hunter DJ. A pilot study assessing knowledge of clinical signs and physical examination skills in incoming medicine residents. *Journal of Graduate Medical Education* 2010; 2: 232-5.

5. **Ramani S**, Orlander JD. Human Dimensions in Bedside Teaching: Focus group discussions of Teachers and Learners. *Teaching and Learning in Medicine* 2013, 25(4), 312–18.
6. **Ramani S**, Post SE, Könings K, Mann K, Katz JT, van der Vleuten CPM. “It’s just not the culture”: A qualitative study exploring residents’ perceptions of the impact of institutional culture on feedback. *Teaching and Learning in Medicine* 2017; 29 (2): 153-61.
7. **Ramani S**, Könings K, Mann K, van der Vleuten CPM. Uncovering the Unknown: A Grounded Theory Study Exploring the Impact of Self-Awareness on the Culture of Feedback in Residency Education. *Medical Teacher* 2017, 39:10, 1065-73.
8. Pazo VC, Frankl S, **Ramani S**, Katz J. Peer Teaching of the Physical exam: a pilot study. *The Clinical Teacher*, 2018;15:393-7.
9. **Ramani S**, Könings K, Mann K, van der Vleuten CPM. About Politeness, Face and Feedback: Exploring perceptions of residents and faculty regarding institutional cultural factors that influence feedback. *Acad Med* 2018;93:1348–1358.
10. Michaelson CD, Dzara K, **Ramani S**, Vinci R, Schumacher D. Keystone: Exploring pediatric residents’ experiences in a longitudinal, integrated block. *Teaching and Learning in Medicine* 2019, 31:1, 99-108.
11. McKeon BA, Ricciotti HA, Sandora TJ, **Ramani S**, Pels R, Miloslavsky EM, Haviland MJ, Cho T. Consensus Guideline to Support Resident-as-Teacher Programs and a Culture of Teaching and Learning. *Journal of Graduate Medical Education* 2019, 11:3, 313-318.
12. Bing-You RG, **Ramani S**, Ramesh S, Hayes V, Ward D, Blanco M. The Interplay Between Residency Program Culture and Feedback Culture: A Cross-sectional Study Exploring Perceptions of Residents at Three Institutions. *Medical Education Online* 2019, 24:1, 1611296, DOI: 10.1080/10872981.2019.1611296.
13. **Ramani S**, Könings K, Ginsburg, S, van der Vleuten CPM. Relationships as the backbone of feedback: Exploring preceptor and resident perceptions of their behaviors during feedback conversations. *Academic Medicine*, 2020;95:1073–1081.
14. Lockyer J, Armson H, Könings, KD, Lee-Kueger RCW, des Ordons AR, **Ramani S**, Trier J, Zetkolic MG. In-the-Moment Feedback and Coaching: Improving R2C2 for a New Context *Journal of Graduate Medical Education*, 2020, 12:1, 27-35.
15. Zipkin DA, **Ramani S**, Stankiewicz CA, Lo MC, Chisty A, Alexandraki I, Wamsley M, Rothenberger SD, Jeong K, Spagnoletti CL. Clinician-educator training and its impact on career success: a mixed-methods study. *Journal of General Internal Medicine*, 2020; 35(12):3492-3500
16. Areemit RS, Cooper CM, Wirasorn K, Paopongsawan P, Panthongviriyakul C, **Ramani S**. Hierarchy, “Kreng Jai” and Feedback: A Grounded Theory Study Exploring Perspectives of Clinical Faculty and Medical Students in Thailand. *Teaching and Learning in Medicine*, Published online October 6, 2020. DOI: 10.1080/10401334.2020.1813584.

17. Nemeth A, Chisty A, Spagnoletti, CL, Stankiewicz CA, Burant C, **Ramani S**. Exploring Mentoring Experiences, Perceptions, and Needs of General Internal Medicine Clinician Educators Navigating Academia: A Mixed-Methods Study. *Journal of General Internal Medicine* 2021; 36:1229-1236.
18. Van Dam M, **Ramani S**, ten Cate O. Bedside teaching as an Entrustable Professional Activity for clinical teachers. *The Clinical Teacher* 2021 Mar 24. doi: 10.1111/tct.13346. Epub ahead of print. PMID: 33763984.
19. Zambrotta ME, Aylward P, Roy CL, Piper-Vallilo E, Pelletier SR, Honan JP, Heller N, **Ramani S**, Shields HM. Nurse-Doctor Co-Teaching: A Pilot Study of the Design, Development, and Implementation of Structured Interprofessional Co-Teaching Sessions. *Advances in Medical Education and Practice* 2021;12 339–348
20. Mills S, Cioletti A, Gingell F, **Ramani S**. Training residents in virtual advance care planning: A new twist in telehealth. *Journal of Pain and Symptom Management* 2021;62(4):691-698
21. Dzara K, Kelleher A, **Ramani S**. Fostering educator identity through social media. *Clin Teach*. 2021;18:607–613
22. Rozansky H, Cetrone E, **Ramani S**. Training junior doctors to lead rapid responses. *The Clinical Teacher* 2021,;18:650–655
23. **Ramani S**, Lee-Kueger RCW, des Ordon AR Trier J Armson H, Könings, KD, Lockyer J. Only when they seek: Exploring supervisor and resident perspectives and positions on upward feedback. *Journal of Continuing Education in the Health Professions* 2021, in press.
24. **Ramani S**, Kusurkar RA, Papageorgiou V, van Schalkwyk S. What sparks a guide on the side? A qualitative study to explore motivations and approaches of mentors in health professions education. *Medical Teacher* 2021, in press.
25. Dzara K, Bruynell K, Alexander EH, DePaula C, **Ramani S**. Global Med Ed Café: A Safe Space for Conversations. *The Clinical Teacher* 2021, in press.

Other peer-reviewed publications

1. **Ramani S**, Karnad AB. Long-Term Subcutaneous Infusion of Midazolam for Refractory Delirium in Terminal Breast Cancer. *Southern Medical Journal* 1996;89:1101-3.
2. **Ramani S**, Karnad AB. Primary Pulmonary Non-Hodgkin's Lymphoma. *Southern Medical Journal* 1995;88:243-45.
3. **Ramani S**. Twelve tips to bedside teaching. *Medical Teacher* 2003; 25:112-5.
4. **Ramani S**. Promoting the art of history taking: A personal view. *Medical Teacher* 2004; 26:374-6.
5. **Ramani S**. Twelve tips to promote excellence in medical teaching. *Medical teacher* 2006; 28: 19-23.

6. **Ramani S**, Gruppen L, Kachur EK. Twelve tips to developing effective mentors. *Medical Teacher* 2006; 28: 404–8.
7. **Ramani S**. Twelve tips to excellent physical exam teaching. *Medical Teacher* 2008; 30: 851-6.
8. **Ramani S**, Leinster S. AMEE guide 34. Teaching in the clinical environment. *Medical Teacher* 2008; 30: 347–64.
9. **Ramani S**, Krackov SK. Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher* 2012; 34: 787–91.
10. Azer SA, **Ramani S**, Peterson R. Becoming a peer reviewer to medical education journals: A twelve tips paper. *Medical Teacher* 2012;34(9):698-704.
11. Walsh K, **Ramani S**, Gruppen L. Cost effective mentoring. *Excellence in Medical Education*, 2012; 1: 19-23.
12. **Ramani S**. Patient- Centered Care or Patient Data- Centered Care: A Tale of Two Admissions. *Journal of Graduate Medical Education* 2013; 5 (3): 362-64.
13. **Ramani S**, Finn K, Katz JT, Yialamas M. Beyond "show and tell": Promoting physical examination skills as essential habits of reflective practice. *Academic Internal Medicine Insight*. 2014;12(1):7-8,13.
14. **Ramani S**. Applying the Holmes Method to Physical Examination: The Reflective Exam. *Medical Teacher* 2015; 37 (8): 787-8.
15. **Ramani S**. Capsule Commentary on Jackson et al. The Quality of Written Feedback by Attendings of Internal Medicine Residents. *J Gen Intern Med*. 2015; 30 (7): 1003.
16. **Ramani S**, Mann, K. Introducing medical educators to qualitative study design: Twelve tips from inception to completion. *Medical Teacher* 2016; 38 (5): 456-63.
17. **Ramani S**. Reflections on Feedback: Closing the Loop. *Medical Teacher* 2016;38(2):206-7.
18. **Ramani S**. Memorable Outpatient Teaching: The sum of many teachable moments. *Medical Teacher* 2015;37(10):971-3.
19. Kost A, Combs H, Smith S, Klein E, Kritek P, Robins L, Cianciolo AT, Butani L, Gigante J, **Ramani S**. Conversation starter: A proposed conceptual framework and investigation of upward feedback receptivity in medical education. *Teaching and Learning in Medicine* 2015. 27:4, 359-61.
20. **Ramani S**, Mann K, Taylor D, Thampy H. Residents as teachers: Near peer learning in clinical work settings. *Teaching and learning series. Medical Teacher*. 2016; 38 (7): 642-55.

21. **Ramani S** and Weber B. Detecting the gallop: The third heart sound and its significance. *Medical Journal of Australia* 2017; 206 (5): 198-9.
22. DeFilippis EM, Vaidya A, **Ramani S**, French CA, Kirshenbaum JM. Under Pressure. *Interactive Medical Case. New England Journal of Medicine* 2017;376: e23.
23. Edwards RA, Venugopal S, Navedo D, **Ramani S**. Addressing Needs of Diverse Stakeholders: 12 Tips for Leaders of Health Professions Education Programmes. *Med Teach* 2019; 41 (1): 17–23.
24. **Ramani S**, Könings K, Mann K, van der Vleuten CPM. AM Last Page: A Guide to Reflexivity for Qualitative Researchers in Education. *Academic Medicine* 2018;93 (8): 1257.
25. **Ramani S**, Könings K, Ginsburg, S, van der Vleuten CPM. Feedback redefined: Principles and Practice. *Journal of General Internal Medicine* 2019 34: 744-749.
26. **Ramani S**, Könings K, Ginsburg, S, van der Vleuten CPM. Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. *Med Teach.* 2019;41 (6): 625-631.
27. Thampy H, Willert E, **Ramani S**. Assessing clinical reasoning: Targeting the higher levels of the pyramid. *Journal of General Internal Medicine* 2019;34: 1631-1636.
28. **Ramani S**, McMahon GT, Armstrong EG. Continuing Professional Development to foster Behaviour Change: From Principles to Practice in Health Professions Education. *Medical Teacher* 2019; 41 (9): 1045-1052.
29. **Ramani S**, Könings K, Ginsburg, S, van der Vleuten CPM. Meaningful feedback through a sociocultural lens: AMEE Guide 133, Assessment series. *Medical Teacher* 2019;41(12):1342-1352.
30. G. Baffy, M.M. Burns, B. Hoffmann, **Ramani S**, Sabharwal S, Borus JF, Pories D, Quan SF, R. Ingelfinger JR. Scientific Authors in a Changing World of Scholarly Communication: What Does the Future Hold? *The American Journal of Medicine* 2020, 133; 1: 26-31.
31. **Ramani S**, McKimm J, Thampy H, O’Sullivan PS, Roger GD, Turner TL, Chisolm MS, Kusurkar RA, Hays R, Fornari A, Kachur EK, Wilson KW, Filipe HP, Schumacher DJ. From clinical educators to educational scholars and leaders: Strategies for developing and advancing a career in health professions education. *The Clinical Teacher* 2020; 17 (5): 477-482.
32. **Ramani S**, Thampy H, McKimm J, Roger GD, Hays R, Kusurkar RA, Schumacher DJ, Kachur EK, Fornari A, Chisolm MS, Filipe HP, Turner TL, Wilson KW. Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. *Medical Teacher*, 2020; 42 (12) 1322-1329.
33. Thampy H, **Ramani S**, McKimm J, Nadaraja V. Virtual Speed Mentoring in Challenging Times. *Clin Teach.* 2020; 17 (4):430-432.

34. Van Dam M, **Ramani S**, ten Cate. Breathing life into bedside teaching in the era of COVID-19. *Medical Teacher* 2020; 42 (11): 1310-1312.
35. Könings KD, Mordang S, Smeenk F, Stassen L, Ramani S. Learner involvement in the co-creation of teaching and learning: AMEE Guide No. 138. *Med Teach*. 2020 Nov 6:1-13. doi: 10.1080/0142159X.2020.1838464. Epub ahead of print. PMID: 33153367.
36. McKimm J, **Ramani S**, A Kusurkar RA, Fornari A, Nadarajah V, Thampy H, Filipe HP, Kachur EK, Hays R. Capturing the wisdom of the crowd: Health Professions' Educators meet at a Virtual World Café. *Perspect Med Educ*, 2020;9:385-390.
37. **Ramani S**, McKimm J, Findyartini A, Nadarajah V, Hays R, Chisolm MS, Filipe HP, Fornari A, Kachur EK, Kusurkar RA, Thampy H, Wilson KW. Twelve Tips for Developing a Global Community of Scholars in Health Professions Education. *Med Teach*. 2020 Oct 27:1-6. doi: 10.1080/0142159X.2020.1839034. Epub ahead of print. PMID: 33108740.
38. Hays, R.B., **Ramani, S.** & Hassell, A. Healthcare systems and the sciences of health professional education. *Adv in Health Sci Educ* 2020; 25(5), 1149-1162.
39. Sternschein R, Hayes M, **Ramani S.** A Model for Teaching in Learner-Centred Clinical Settings. *Med Teach*. 2020 Dec 8:1-4. doi: 10.1080/0142159X.2020.1855324. Epub ahead of print. PMID: 33290669.
40. Findyartini A, **Ramani S**, Judy McKimm J, Alice Fornari A. Collaborative writing for clinical educators: recommendations from a community of scholars. *Clin Teach*. 2021;18:330–335
41. Cleland JA, Jamieson S, Kusurkar RA, **Ramani S**, Wilkinson TJ, van Schalkwyk S. AMEE Guide number 142. Education management series. Redefining Scholarship for Health Professions Education. *Medical Teacher*, AMEE Guide No. 142. *Med Teach*. 2021;43(7):824-838
42. **Ramani S**, McKimm J, Forrest K, Hays R, Bishop J, Thampy H, Findyartini A, Nadarajah V, Kusurkar R, Wilson K, Filipe H, Kachur E. Collaborative writing in Health Professions Education: Co-creation of Scholarship. *Medical Teacher* 2021, in press.
43. McKimm J, **Ramani S**, Nadarajah V. Surviving to thriving': Leading Health Professions' Education through change, crisis & uncertainty. *TAPS (Trans Asia Pacific Scholar)* 2021, 6(3), 32-44.
44. **Ramani S**, Chugh N, Chisolm MS, Hays RB, Mckimm J, Kusurkar RA, Fornari A, Thampy H, Wilson K, Filipe HP, Kachur E. Mentoring relationships: A mentee's journey. *AM Last Page. Acad Med* 2021, in press.
45. **Ramani S**, McKimm J, Forrest K, Hays RB, Bishop J, Thampy H, Findyartini A, Nadarajah V, Kusurkar RA, Wilson K, Filipe HP, Kachur E. Co-creating scholarship through collaborative writing in Health Professions Education- Amee Guide 143. Research series. *Medical Teacher* 2021, in press.

Non-peer reviewed scientific or medical publications/materials in print or other media

Reviews, chapters, monographs and editorials

1. **Ramani S**, Otaki J. Beddosaido kyoiku no shidoi e no jogen. In: Nihon igaku kyoiku gakkai rinsho noryoku kyoiku iinkai, ed. Kenshu shido sukiru no manabikata/oshiekata: byoto/gairai de tsukaeru. Tokyo: Nanzando; 2006. (Invited presentation translated into Japanese and published as a book chapter).
2. Basaviah P, **Ramani S**. Scholarship and career development for the hospitalist clinician-educator. In: McKean SC, Bennett AL, Halasyamani LK, eds. Hospital Medicine: Just the Facts. New York: McGraw-Hill; 2008. p. 627-34.
3. **Ramani S**, Gruppen L. Mentoring in medical education. In: Harden & Dent, eds. A practical guide for medical teachers. London: Elsevier; 2012. p. 142-150.
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6. Curriculum for Scholars in Medical Education Pathway, Internal Medicine Residency Program, BWH. <https://partnershealthcare.sharepoint.com/sites/SIME>
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8. One-year curriculum for BWH DOM Program for RISE (Research, Innovations and Scholarship in Education). A program in medical education research for senior fellows and junior faculty.
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9. A Bedside teaching multimedia module for faculty development, Dalhousie University, Halifax, Canada.
10. Mindset and feedback, and Relationship centered feedback. Faculty development modules for clinical supervisors of graduate veterinary trainees in the UK. The Royal College of Veterinary Surgeons (RCVS) Veterinary Graduate development Program, United Kingdom
11. Promoting a Positive Clinical Learning Environment Clinical Teachers as Role-models and Mentors. An online faculty development module. Center for Medical Education, Medical University of Lodz, Poland.
12. Bedside teaching. A one-hour podcast for “The Curbsiders”- a free, open access medical

education podcast with about 50,000 downloads per week. Series led by Drs. Era Kryzhanovskaya, MD and Molly Heublein, MD from UCSF. <https://thecurbsiders.com>

13. The inseparable roles of mentors and mentees in Health Professions Education. A one-hour podcast on Twitter spaces. Med Ed podcast series led by Professor Azim Mirzazadeh, Head of Department of Medical Education, Tehran medical school, Iran.

Thesis

1. Ramani S. Platelet function in women on oral contraceptives [dissertation]. Postgraduate Institute of Medical Education and Research, Chandigarh, India; 1989.
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Abstracts, Poster Presentations and Exhibits Presented at Professional Meetings

1. Post S, Ticona L, Peluso M, Katz JT and **Ramani S**. Moving Feedback Forward: A focus group study exploring residents' opinions on feedback. Poster presentations at:
 - a. May 2014- Resident research forum, Department of Medicine, Brigham and Women's Hospital, Boston, MA
 - b. September 2014- Resident as teacher, Harvard Medical School Academy event Boston, MA
 - c. October 2015- Medical Education Day, Harvard Medical School MA, Boston, MA
 - d. September 2015- AMEE Annual Meeting, Glasgow, UK
2. McKeon B, Cho T, Sandora TJ, **Ramani S**, Pels R, Miloslavsky E, Haviland MJ, Ricciotti HA. Best Practice Checklist for Resident-as-Teacher Programs. Poster presentation at the ACGME annual conference, Orlando, FL, March 2017.
3. **Ramani S**, Konings KD, Mann KM, van der Vleuten CPM. About politeness, face and feedback: A qualitative study of residents and faculty regarding feedback. 2017 AMEE annual meeting, Helsinki, Finland
4. Swinging the pendulum of feedback from recipes to relationships, Doctoral reports oral presentation. 2019 AMEE annual meeting, Vienna, Austria.
5. Michaelson C, Dzara K, **Ramani S**, Vinci R, Schumacher D. The Keystone Quarter: Can longitudinal integrated blocks be a cornerstone of future residency training. Poster Presentation, Pediatric Academic Societies (PAS) Meeting, San Francisco, CA, May 2017